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## ABSTRACT

This program is designed to provide an individualized series of vocationally useful sub-skills in a wide variety of areas to trainable mentally handicapped students in a prevocational program. The Introduction and General Information section is categorized into What the Program Is Designed to Do, Who Can Use the Program, How to Modify the Program for Use with Higher Functioning Students, Cost of the Program, Resources for Materials, Use of Donated Materials, and How the Program Works. The tasks are outlined in 18 different units with each unit listing goals, comments, materials required, how to proceed, and modifications for higher functioning students. Units also include sample forms and detailed drawings when appropriate. The 18 units are (1) Telephone Book, (2) Wiring (3) Fine Motor, (4) Alphabet Cards, (5) Order Filling, (6) Pipe Assembly, (7) Sorting, (8) Packaging, (9) Mail Sorting, (10) Measurement, (11) Stapling, (12) Collating, (13) Wrench and Socket, (14) Wrapping, (15) Woodburning, (16) Soldering, (17) Perceptual, and (18) Stringing. (HD)

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PREVOCATIONAL TRAINING UNITS FOR TRAINABLE MENTALLY HANDICAPPED STUDENTS:  
With Suggested Uses for Educable, "Normal", and Gifted Students.

by

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June 1976

U S DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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Written for  
Westside Area Career/Occupations Project (WACOP)  
Maricopa County, Arizona

CE 008 478

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## WHAT THE PROGRAM WAS DESIGNED TO DO

This program is designed to provide a highly individualized series of vocationally useful sub-skills in a wide variety of areas. This program is not intended to teach a full job, but rather it is organized to provide the student with exposure and training in a number of sub-skills. Any number of these sub-skills may be found in a particular job.

These tasks were designed and developed for Trainable Mentally Handicapped students in a prevocational program. Suggestions for use with higher functioning students have been included.

## WHO CAN USE THE PROGRAM

The ideas included in this program may be used, intact, with Educable Mentally Handicapped students, "Normal" students, or Gifted students provided the age and level of development of the students is appropriate.

## HOW TO MODIFY THE PROGRAM FOR USE WITH HIGHER FUNCTIONING STUDENTS

To use this program with students at a more advanced level of development look to the "Modifications for Higher Functioning Students" section included in every unit. In addition, feel free to take any or all of these ideas and make your own changes. This program is not rigid or fixed. It should be used as an idea generator and thought stimulator.

## COST OF THE PROGRAM

Low cost is the key to the program. Most of the materials used in the program are industrial, commercial, or residential discards. Some of the materials that must be commercially produced and purchased can be borrowed or donated to your program.

### RESOURCES FOR MATERIALS

In industrial, commercial, and residential settings a multitude of items are discarded. For items from the residential setting a note home or an item in the school newspaper will usually suffice provided you specify the items you need: coffee cans, plastic margarine dishes, egg cartons, etc. For items from the industrial or commercial setting you need to know somebody in that setting who has enough interest in either you or your program to help you. The parents of your students, friends and relatives, neighbors, local merchants, and businessmen encountered on the job are all viable resources. You need to briefly explain the type of program you hope to set up, how it will help your students, and, in general terms, the types of things you are looking for. In addition, do not overlook trading materials with fellow teachers.

Generally the most useful items are things found in large quantity. Some items to look for are all sorts of small containers, parts, sub-assemblies, seconds, scraps, cuttings, punch-outs, and obsolete equipment or tools. Never turn down goods offered because you run the risk of drying up a source. It is far better to take it and dispose of it later.

### USE OF DONATED MATERIALS

Some of the items donated may not at first seem to be useful, but rather than discard them immediately, try experimenting with the materials to see if they can be used in any of the units identified in this program or used in a unit you have devised. Modify the unit to accommodate the materials available.

Do not reject a unit just because you can not get the exact materials listed. Try to set up a unit of your own (using whatever materials you have available) that will teach similar skills. Better yet, add a unit of your own creation and design using available materials and equipment. If your unit or one of mine does not work with your students do not get rid of it, modify it instead.

#### HOW THE PROGRAM WORKS

This is one way of implementing the full program. This is by no means the only way.

The materials for the eighteen units are set up on open shelves around the classroom. Each unit is identified with a large unit number posted on the front of the shelf. The "Criteria for Scoring" and the list of tasks for each unit are also posted near the materials for that unit.

A student is then given a written "Assignment Sheet" that includes the number of the unit to proceed with and the number of the task to proceed with. ("Assignment Sheet" forms are enclosed.) The written "Assignment Sheet" remains with the student no matter where he chooses to work in the classroom. When the student completes a task either successfully or unsuccessfully, the teacher indicates this on his "Assignment Sheet" and then reassigns the student to either another task in the same unit (usually done when the student successfully completes a task and remains interested in that unit's activities) or to a new unit.

This record serves two additional purposes. First, it prevents the student from arbitrarily changing tasks prior to completing his

or her assigned task. Second, it provides the teacher with a record of student progress. At the end of the day all of the passing marks are then recorded on the individual student's "Student Record" form by writing in the date of success in the block formed by the unit name and task number. (The "Student Record" form and "How to Use the Student Record Form" are enclosed.)

# HOW TO USE THE STUDENT RECORD FORM

Task number

STUDENT RECORD		1	2	3	4
Name _____					
Unit name → TELEPHONE BOOK					
WIRING	13 May	18 May			
FINE MOTOR	21 May				

This indicates that task number 2 in the Wiring unit was successfully completed on May 18.



													6
Name _____	1	2	3	4	5	6	7	8	9	10	11	12	13
TELEPHONE BOOK													
WIRING													
FINE MOTOR													
ALPHABET CARDS													
ORDER FILLING													
PIPE ASSEMBLY													
SORTING													
PACKAGING													
MAIL SORTING													
MEASUREMENT													
STAPLING													
COLLATING													
WRENCH & SOCKET													
WRAPPING													
WOODBURNING													
SOLDERING													
PERCEPTUAL													
STRINGING					9								

SAMPLE

Assignment Sheet

Assignment Sheet

Name \_\_\_\_\_

Name Sam Jones

Date \_\_\_\_\_

Date May 17, 1976

Unit	Task	Pass/Fail	Unit	Task	Pass/Fail
------	------	-----------	------	------	-----------

			3	4	P
				5	P
				6	F
			17	2	F
			9	2	P
				3	P
				4	F

ASSIGNMENT SHEET FORMS

## UNIT 1 - TELEPHONE BOOK.

Goal of This Unit - The student will become familiar with the telephone book and it's use.

Comments on This Unit - A smaller, simpler version of the telephone book format is used in the beginning tasks to reduce task difficulty. This unit presupposes a lack of knowledge of alphabetical order. A page number and letter match is used to provide a relatively easy task while the student becomes familiar with the use and format of the telephone book.

### Materials Required - 5

- 1 - Typed, limited entry, telephone book (sample provided).  
Task sheets (copies enclosed).

How to Proceed - Present each of the task worksheets, in order, along with the small, limited entry telephone book. Lower numbered tasks should be successfully completed before going on to the higher numbered tasks.

Modifications for Higher Functioning Students - Similar worksheets can be developed for use with the white pages or yellow pages, following the same progression of skills.

### TELEPHONE BOOK CRITERIA FOR SCORING

The student must complete the entire task correctly without assistance during the task.

All written work must be printed neatly.

---

### TELEPHONE BOOK TASKS

Each of the attached, numbered worksheets is a complete task.

# D Daniels-Dyrall

-4-

Daniels, Robert C 5929 N Central.....242-7129  
Dorn, Arnold 117 W Thomas.....938-8110  
Dorn, Betty 1331 N 17 St.....426-7135  
Drill, S J 529 S 80 Pl.....638-4426  
Dubin, Winston P 2901 N Sims.....241-3371  
Dunn, Charles S 3703 W Utan.....555-5128  
Durk, Charles 1415 Unway.....247-4173  
Dyer, W D 1390 W Bradley.....398-5216  
Dyrall, C Fred 1717 E 31 St.....442-8189

-5-

# Earl-Epplemeir

E

Earl, Jack E 1429 E Lansing.....219-6772  
Eben, Frederick 3883 W Earl.....737-0301  
Edolb, C W 7916 N 39 Dr.....347-4110  
Efolonski, Karen 829 Simons Way.....567-0017  
Ejakon, Lou R 5776 S 17 St.....226-3321  
Ellis, Donald J 4331 S Wilson.....749-6305  
Ellis, Roger T 1729 W Bethany Home.....248-4157  
Enright, Wilbur L 248 N 19 Pl.....881-5212  
Epplemeir, Tom 3218 E Harley.....985-6502

Make your own phone book using these sample pages as a model.

TELEPHONE BOOK SAMPLES

TELEPHONE BOOK WORKSHEET 1

Fill in the blanks: (Write in the large letter at the top of the page.)

Page 1 ..... \_\_\_\_\_

Page 4 ..... \_\_\_\_\_

Page 5 ..... \_\_\_\_\_

Page 8 ..... \_\_\_\_\_

Page 10 ..... \_\_\_\_\_

Page 13 ..... \_\_\_\_\_

Page 14 ..... \_\_\_\_\_

Page 16 ..... \_\_\_\_\_

Page 19 ..... \_\_\_\_\_

Page 21 ..... \_\_\_\_\_

Page 22 ..... \_\_\_\_\_

Page 24 ..... \_\_\_\_\_

Page 26 ..... \_\_\_\_\_

TELEPHONE BOOK WORKSHEET 2

Fill in the blanks: (Write in the page number for the page where this large letter first appears at the top.)

B ... \_\_\_\_\_

C ... \_\_\_\_\_

F ... \_\_\_\_\_

G ... \_\_\_\_\_

I ... \_\_\_\_\_

K ... \_\_\_\_\_

L ... \_\_\_\_\_

O ... \_\_\_\_\_

Q ... \_\_\_\_\_

R ... \_\_\_\_\_

T ... \_\_\_\_\_

W ... \_\_\_\_\_

Y ... \_\_\_\_\_

TELEPHONE BOOK WORKSHEET 3

Fill in the blanks: (Write in the two names found at the top of the page.)

Page 1 ..... \_\_\_\_\_

Page 4 ..... \_\_\_\_\_

Page 5 ..... \_\_\_\_\_

Page 6 ..... \_\_\_\_\_

Page 9 ..... \_\_\_\_\_

Page 11 ..... \_\_\_\_\_

Page 14 ..... \_\_\_\_\_

Page 15 ..... \_\_\_\_\_

Page 17 ..... \_\_\_\_\_

Page 19 ..... \_\_\_\_\_

Page 22 ..... \_\_\_\_\_

Page 23 ..... \_\_\_\_\_

Page 26 ..... \_\_\_\_\_



TELEPHONE BOOK WORKSHEET 4

Fill in the blanks: (Write in the page number where the two names appear at the top of the page.)

Bailey-Bylor ..... \_\_\_\_\_

Cellston-Curtis..... \_\_\_\_\_

Galt-Gyndal..... \_\_\_\_\_

Hall-Hyatt..... \_\_\_\_\_

Leton-Luzon..... \_\_\_\_\_

Marks-Myers..... \_\_\_\_\_

Phillips-Pwult..... \_\_\_\_\_

Rabsy-Ryan..... \_\_\_\_\_

Teddle-Twill..... \_\_\_\_\_

Ubart-Uxally..... \_\_\_\_\_

Xalt-Xyde..... \_\_\_\_\_

Yardel-Yudd..... \_\_\_\_\_

TELEPHONE BOOK WORKSHEET 5

Fill in the blanks: (Write in the phone number for the name listed.)

Page 3 - Ceilia R. Cellston.....

Page 5 - Jack E. Earll.....

Page 6 - Sydney Fanz.....

Page 8 - R. L. Hall.....

Page 10 - Delbert R. Jackson.....

Page 11 - George P. Kelt.....

Page 13 - Michael O. Marks.....

Page 16 - Ralph T. Phillips.....

Page 17 - Edward Quain.....

Page 18 - Robin P. Rabsy.....

Page 21 - Ivan M. Ubart.....

Page 25 - John C. Yardel.....

Page 26 - David R. Zanto.....

(Note - Each of the names used in this worksheet is the first name listed on the page.)

TELEPHONE BOOK WORKSHEET 6

Fill in the blanks: (Write in the phone number for the name listed.)

C. T. Albert.....

Thomas A. Bailey.....

Robert C. Daniels.....

Jacob Q. Galt.....

Martha Ibent.....

Sam Leton.....

Ned N. Nalton.....

Pat L. O'Brien.....

Albert B. Salbetter.....

V. K. Teddle.....

Hector M. Valdez.....

Walter W. Walters.....

(Note - Each of the names used in this worksheet is the first name listed on the page.)

TELEPHONE BOOK WORKSHEET 7

Fill in the blanks: (Write in the phone number for the name listed.)

Page 1 - Peter Ardel.....

Page 2 - John L. Brown.....

Page 5 - Roger T. Ellis.....

Page 7 - B. L. Gordon.....

Page 8 - Brad N. Hudson.....

Page 11 - Nelson D. Kylie.....

Page 14 - Charles Nichols.....

Page 15 - Karl Otterson.....

Page 17 - A. Z. Quinn.....

Page 19 - Juan Stazer.....

Page 20 - Sean G. Trundle.....

Page 24 - Derek M. Xent.....

Page 25 - Rodney E. Yunt.....

TELEPHONE BOOK WORKSHEET 8

Fill in the blanks: (Write in the phone number for the name listed.)

Robin Crown.....

Albert D. Dunn.....

E. P. Fuller.....

Marilyn Idell.....

Grant J. Johnson.....

Michael R. Lyons.....

Tom T. Mikelson.....

Doris C. Platt.....

William G. Rounder.....

Bart Urenski.....

Stephen F. Victor.....

L. L. Wtaker.....

Jason K. Zimmerman.....





## UNIT 2 - WIRING

Goal of This Unit - The student will improve his or her fine motor skills, use of hand tools, and ability to follow directions and complete tasks.

Comments on This Unit - Complex fine motor skills are involved in this set of wiring tasks. These skills may have vocational usefulness in assembly or repair work.

Note - To hold down costs no wire is used in this wiring unit. The clips used are used to connect wires to screw down terminals and the skills used are the same with or without wire attached to each clip.

### Materials Required -

- 20 - screws 
- 20 - nuts 
- 20 - clips  ← open
- 20 - washers 
- 1 - screwdriver
- 1 - open end wrench or socket with 1/4 inch drive (optional)
- 1 - 6 x 12 inch piece of lumber at least 1/2 inch thick (optional)

(These parts and tools do not have to be a particular size. However, these parts and tools must all be of compatible size with each other. Hardware stores, automotive parts stores, electrical supply houses, and do-it-yourself radio and electronics shops all sell these parts.)

How to Proceed - Option 1 - Acquire the parts, screwdriver, and wrench or socket (the socket will work with the ratchet used in the wrench and socket unit) making sure all parts and tools are compatible with each other. Store all parts in separate, covered, plastic margarine dishes. Present the materials and explain and demonstrate the task to the student. In this option all parts are assembled as unmounted units and when finished the student has 20, separate, unmounted units. Tasks should be successfully completed in order.

How to Proceed - Option 2 - Acquire all of the parts, screwdriver, and piece of wood (no wrench or socket is needed) making sure that all parts and tools are compatible with each other. Glue the nuts to the board (see "Mounting Instructions"). Store all other parts in separate, covered, plastic margarine dishes. Present the materials and explain and demonstrate the task to the student. In this option all parts are assembled on the board and when finished the student has 20 mounted units. Tasks should be successfully completed in order.

Modifications for Higher Functioning Students - Option 1 is far more difficult than option 2. In addition, students can be given a limited amount of time in which to finish a task.

### WIRING CRITERIA FOR SCORING - OPTION 1

For tasks requiring assembly, all 20 units must be completed correctly by the student with no assistance given during the task. All screws must be tight enough that they can not be loosened without tools.

For tasks requiring disassembly, all 20 units must be disassembled by the student with no assistance given during the task. All parts must be returned to the proper containers.

---

### WIRING TASKS - OPTION 1

1. Remove screws from nuts and place in the proper container.
2. Assemble all 20 screws and nuts.
3. Loosen screws, remove clips, and tighten screws on all 20 units.
4. With screws and nuts assembled, loosen screws, insert clips, and tighten screws.
5. Remove nuts and washers from all 20 screws.
6. Install nuts and washers on all 20 screws.
7. Remove nuts, washers, and clips from all 20 screws.
8. Install nuts, washers, and clips on all 20 screws.

WIRING CRITERIA FOR SCORING - OPTION 2

For tasks requiring assembly, the full board must be completed correctly by the student with no assistance given during the task. All screws must be tight enough that they can not be loosened without tools.

For tasks requiring disassembly, the full board must be emptied by the student with no assistance given during the task. All parts must be returned to the proper containers.

---

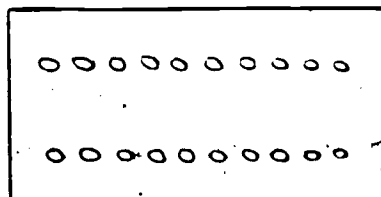
WIRING TASKS - OPTION 2

1. Remove all screws from the board and place in the proper container.
2. Fully install screws in all the holes on the board.
3. With a board full of screws, loosen screws, insert clips, and tighten screws.
4. From completed task 3, loosen screws, remove clips, and tighten screws.
5. Remove washers and screws from the full board.
6. Install washers and screws on the full board.
7. Remove washers, clips, and screws from the full board.
8. Install washers, clips, and screws on the full board.

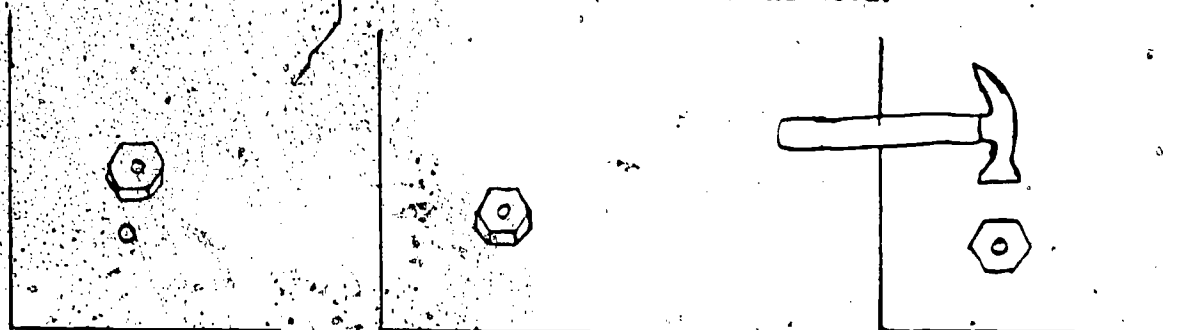


# WIRING TASKS - OPTION 2 - MOUNTING INSTRUCTIONS

1. Drill two holes in the board approximately one inch apart. These holes allow room for the threads of the screws to extend below the nuts, so make sure the holes are slightly larger in diameter and deeper than the threads of the screws so the screw will slide in and out of the hole with ease.



2. Lay each nut over a hole, aligning it carefully, and hammer the nut down into the wood until it is level with the wood.



3. If the nuts fall from the board when it is turned over, remove the nuts and glue them in place with Epoxy Cement or other strong glue. Avoid getting glue in the threads of the nut or in the hole you drilled.

4. If the nuts remain tightly in the wood when it is turned over, apply Epoxy Cement or other strong glue to the edges of the nut and surrounding wood surface. Avoid getting glue in the threads of the nut or in the hole you drilled.

Note - If this sounds difficult, check with a shop teacher, maintenance person, or woodworker for tips and assistance.

### UNIT 3 - FINE MOTOR

Goal of This Unit - The student will improve his or her fine motor skills, use of hand tools, and ability to follow directions and complete a task.

Comments on This Unit - Various tasks are used that call for close, precise work using fingers and hand tools.

#### Materials Required -

- 2 - 5 inch long, 1x4s with 50 small holes drilled half way through the thickness of the board and in neat rows. (A cribbage board will do nicely.)
- 1 - Pair of needlenosed pliers (See soldering unit).
- 1 - Pair of tweezers (Tweezers too worn for cosmetic and medicine cabinet use will do fine here).
- 1 - Pegboard with various colored pegs (Many varieties are for sale, try to get the smallest size).
- 100 - 4d finishing nails.

How to Proceed - Present the materials needed for a task and explain the task to the student. Tasks do not have to be successfully completed in order.

Modifications for Higher Functioning Students - The same series of tasks can be repeated using much smaller nails called brads (get  $\frac{1}{2}$  inch brads) and a board with much smaller holes, or by putting a limit on the time allowed to finish the task.

### FINE MOTOR CRITERIA FOR SCORING

The student must complete the entire task correctly, using the proper tool if called for, without assistance during the task.

---

### FINE MOTOR TASKS

1. Using fingers student places nails in all holes in the board.
2. Using needle nosed pliers student places nails in all holes in the board.
3. Using tweezers student places nails in all holes in the board.
4. Student fills all holes in small peg board with pegs of any color.
5. Teacher puts peg at head of each row, student fills rows with same color pegs.
6. Using fingers student places nails in all holes circled in black on the board.
7. Using needle nosed pliers student places nails in all holes circled in black on the board.
8. Using tweezers student places nails in all holes circled in black on the board.

#### UNIT 4 - ALPHABET CARDS

Goal of This Unit - The student will improve his or her ability to: recognize and distinguish letters of the alphabet, follow a left-right progression, work neatly, and follow written directions.

Comments on This Unit - These tasks use actual written directions to guide even non-reading students.

#### Materials Required -

- 52 - Unlined 3x5 inch cards
- 16 - Unlined 5x8 inch cards (Try cutting your own from tagboard, cardboard, or construction paper.)

How to Proceed - Present a task instruction card along with an appropriate set of alphabet cards and explain the task. Tasks do not have to be successfully completed in order.

Modifications for Higher-Functioning Students - Difficulties of the tasks can be increased and reading skills can be incorporated by substituting cards and instruction cards containing two letter combinations or words. The words can be those in the student's sight word vocabulary or more complex words.

### ALPHABET CARD CRITERIA FOR SCORING

A line under a letter designates the bottom of the card.

For a student to receive credit for a completed sort each line must be reproduced neatly and exactly with all cards right side up and in the correct order with no assistance given during the task.

Use capital letter alphabet cards with capital letter task cards.

Use lower case alphabet cards with lower case task cards.

If you make more than one set of cards put the same number on the back of each card in the set to avoid confusion between sets.

---

### ALPHABET CARD TASKS

Each of the attached, numbered task cards is a complete task.

# ALPHABET CARD INSTRUCTION CARDS

Print these letter patterns on the 5x8 unlined cards. Make one set in all capital letters and one set in all lower case letters.

<p>Y R I A H N Q S Z</p> <p>V M F B G J O U</p> <p>X L E C D K P T W</p>	<p>G M S V X T J B</p> <p>D I P W U H Z O C</p> <p>F K N R Y A L Q E</p>
<p>C F Q W M U Y J B</p> <p>G K V R O X P H A</p> <p>D I S Z N T L E</p>	<p>O M U G F W K P C</p> <p>A T H Z E J R X B</p> <p>Q I V N D Y L S</p>
<p>E F P L B J Q K W</p> <p>V S M D C I T G Z</p> <p>Y U O H A N R X</p>	<p>S Z W P A G K D N</p> <p>T X Q U H B I M E</p> <p>Y R V F L C J O</p>
<p>F J V D O Z P C</p> <p>I X K T B Q N U H</p> <p>A S Y M E L W R G</p>	<p>F P V K E Q W E D</p> <p>C R Y M B S X L A</p> <p>I T Z O H U N G</p>

## UNIT 5 - ORDER FILLING

Goal of This Unit - The student will improve his or her ability to: recognize letters of the alphabet, follow written directions, read numbers and count objects, and work neatly.

Comments on This Unit - These tasks allow even non-readers to learn one aspect of warehousing and retail sales.

Materials Required - Empty boxes, containers, jugs, cans, etc. of 26 different types and at least 2 of each type. (Ask parents to save these and send them in.) Almost any type of paper can be used to relabel the containers.

How to Proceed - Present an order form and demonstrate for the student exactly how the task is to be completed. The number of items that are called for should not exceed the number of items available. For students who can not read numbers use dots or ask the student to disregard the numbers and pull one of each item listed. Tasks do not have to be completed in order.

Modifications for Higher Functioning Students - To make these tasks more difficult substitute labels and order forms containing single words such as "soap", "bolts", and "crayons". To further increase the difficulty use original labels and corresponding order forms.

### ORDER FILLING CRITERIA FOR SCORING

For a student to receive credit for a completed order all items on the order form must be pulled from the shelves in the required number and placed neatly on a table in the same order listed on the order form, with no assistance given during the task.

Reshelving is not to be scored and assistance may be given.

---

### ORDER FILLING TASKS

Each of the attached, numbered order forms is a complete task.

Numbers of items required may have to be changed to conform with numbers of items actually on hand.



This is an example of what one of the shelves might look like.

ORDER FILING



## ORDER FILLING FORMS

Task Number _____			Task Number <u>Sample</u>		
Name _____			Name <u>Sam Jones</u>		
Date _____			Date <u>May 17, 1976</u>		
Number	Item	Score	Number	Item	Score
			3	A	c
			1	D	c
			2	F	c
			4	J	x
			1	N	c
			2	O	c
			1	T	c
			3	W	c
Teacher Comments:		Total Correct	Teacher Comments: <u>Sam seems to have problems with counting higher than 3.</u>		Total Correct <u>7</u>

## UNIT 6 - PIPE ASSEMBLY

Goal of This Unit - The student will improve his or her ability to: follow diagrammatic instructions, perform fine motor skills used in assembling and disassembling pipe, and work safely.

Comments on This Unit - Actual pipe is used in a basic assembly task that even non-readers can perform.

Materials Required - (All pipe must be galvanized pipe threaded on both ends.)

- |                       |                       |
|-----------------------|-----------------------|
| 1 - 1/2x2 inch pipe   | 1 - 3/4x2 inch pipe   |
| 1 - 1/2x4 inch pipe   | 1 - 3/4x4 inch pipe   |
| 1 - 1/2x6 inch pipe   | 1 - 3/4x6 inch pipe   |
| 1 - 1/2x8 inch pipe   | 1 - 3/4x8 inch pipe   |
| 1 - 1/2x10 inch pipe  | 1 - 3/4x10 inch pipe  |
| 1 - 1/2x12 inch pipe  | 1 - 3/4x12 inch pipe  |
| 1 - 1/2 inch elbow    | 1 - 3/4 inch elbow    |
| 1 - 1/2 inch Tee      | 1 - 3/4 inch Tee      |
| 1 - 1/2 inch coupling | 1 - 3/4 inch coupling |
| 1 - 1/2 inch faucet   | 1 - 3/4 inch faucet   |
| 1 - 1/2 inch plug     | 1 - 3/4 inch plug     |

- 14 - 30x36 inch sheets of tagboard or cardboard
- Life-sized cut-outs of pipe parts (samples enclosed)

(This is an expensive unit and difficult to scrounge piece by piece. Try getting a hardware store, lumber yard, or plumbing supply store to donate these materials.)

How to Proceed - Present a task card, make the pipe available to the student and explain the task to the student. Tasks do not have to be successfully completed in order.

Modifications for Higher Functioning Students - Additional instruction cards can be made up using a combination of 1/2 inch and 3/4 inch pipe and adding a 3/4 x 1/2 inch reducer to the parts inventory. To further increase difficulty draw all of the diagrammatic instructions on 5x8 unlined cards and present these scale drawings to the student. In addition, students can be asked to select parts from a written parts list or order before being given the assembly instructions.

### PIPE ASSEMBLY CRITERIA FOR SCORING

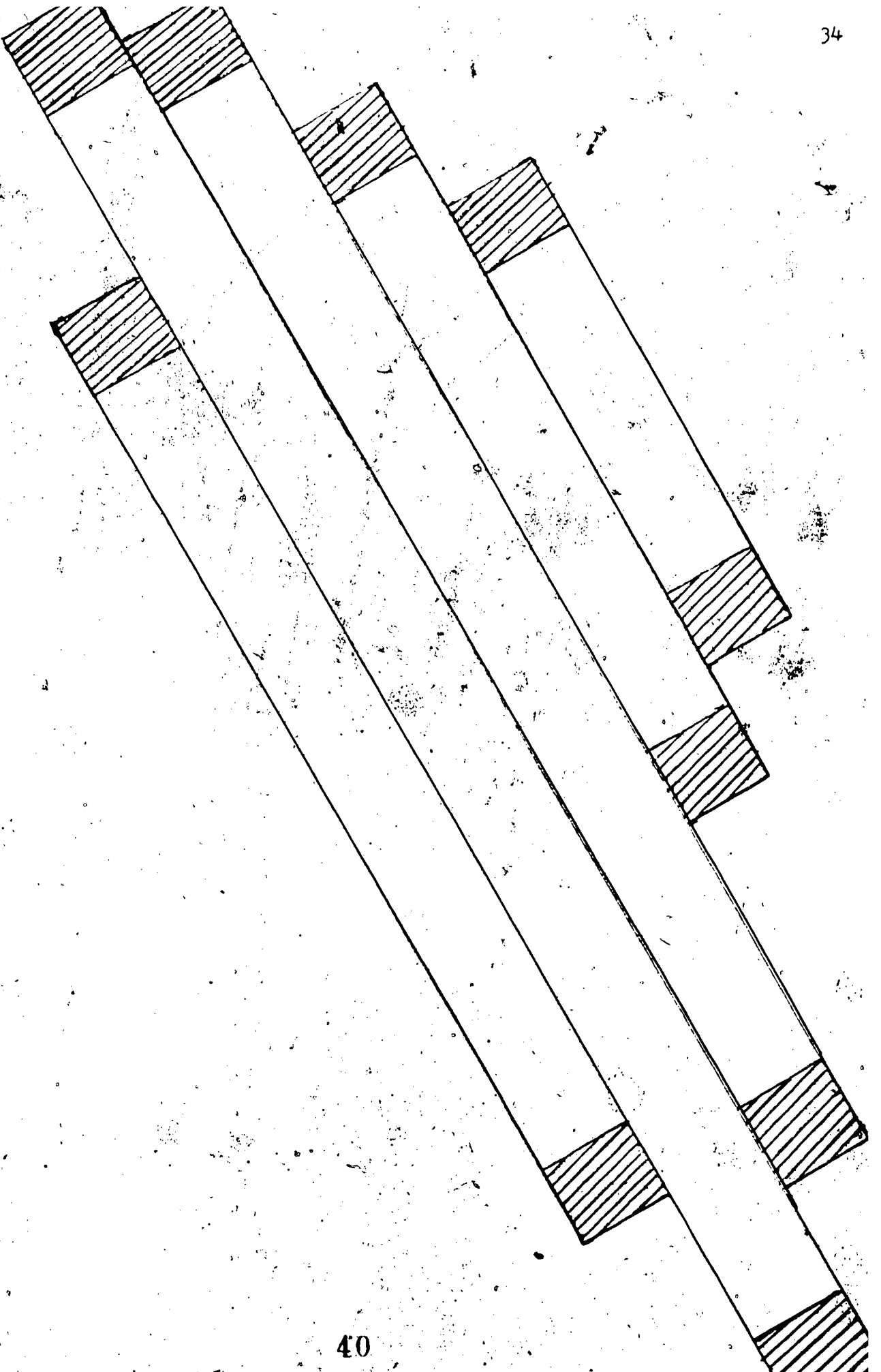
The student must complete the entire task correctly without assistance during the task.

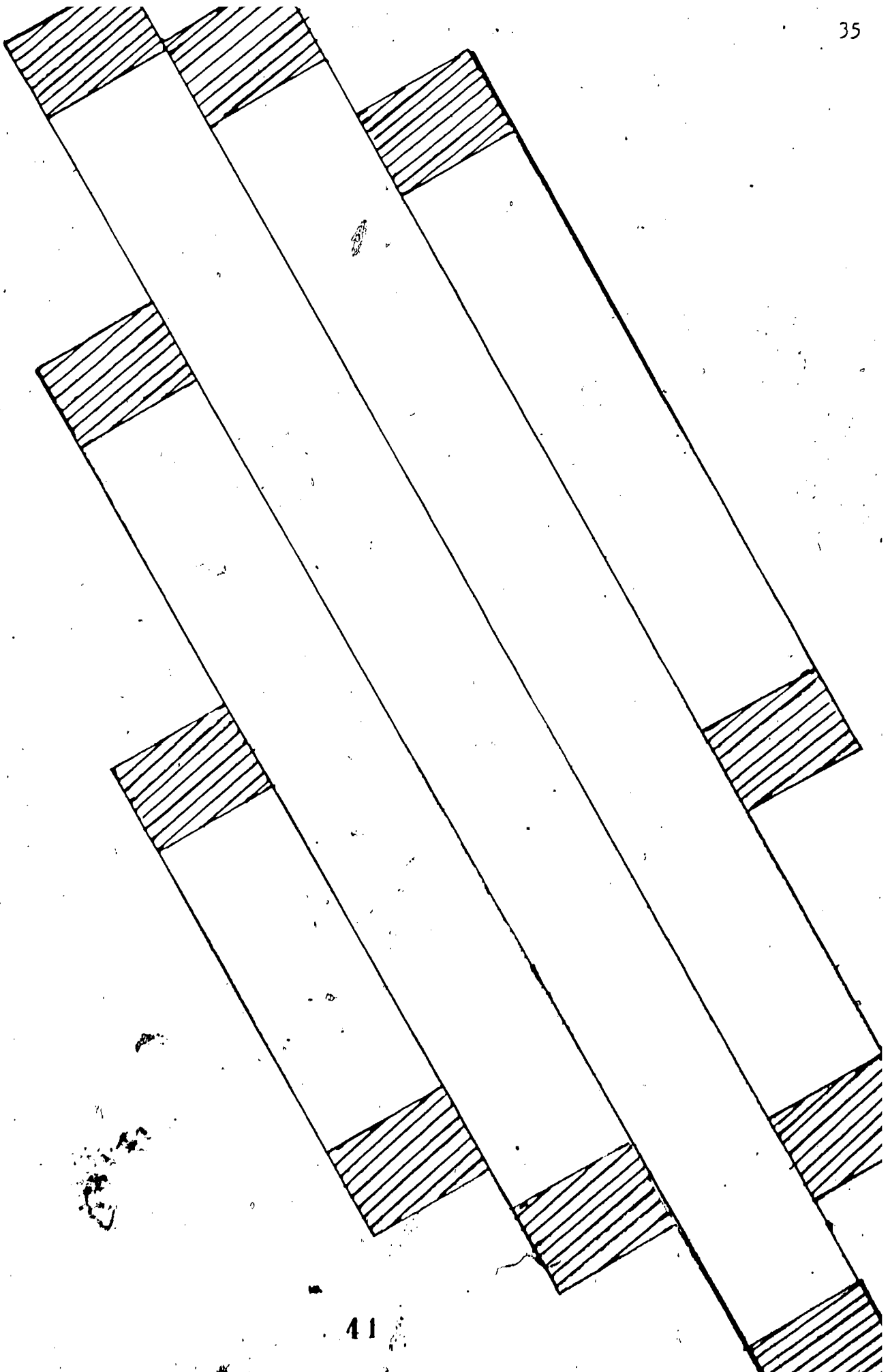
For a student to receive credit for a task, pipe must be selected and assembled and checked for accuracy, then disassembled and put away and checked for accuracy.

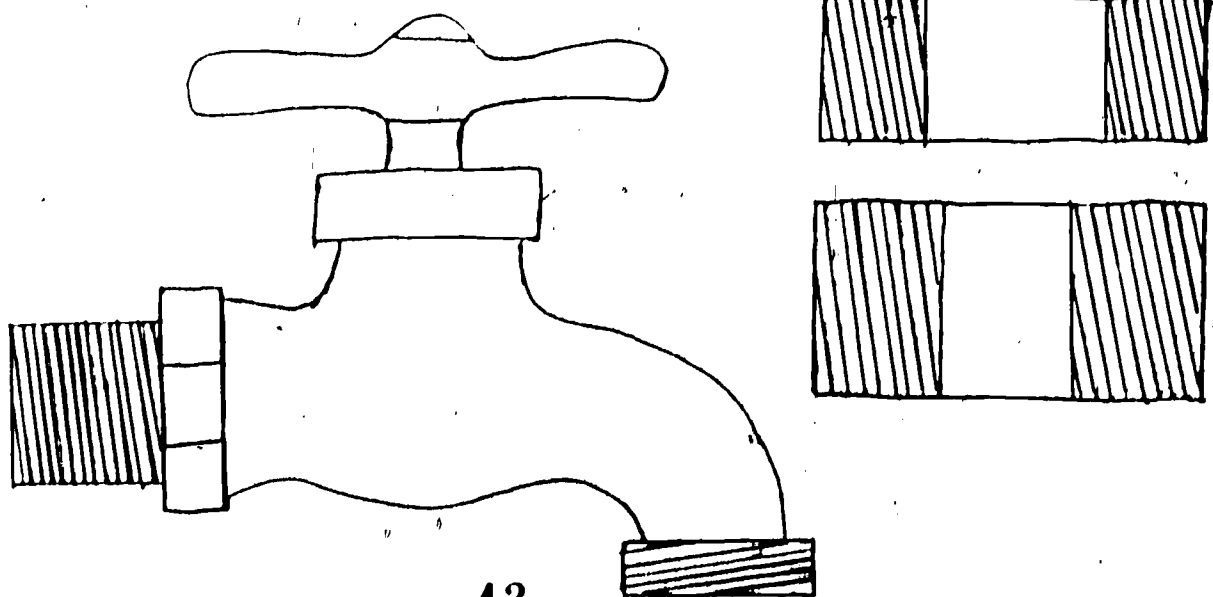
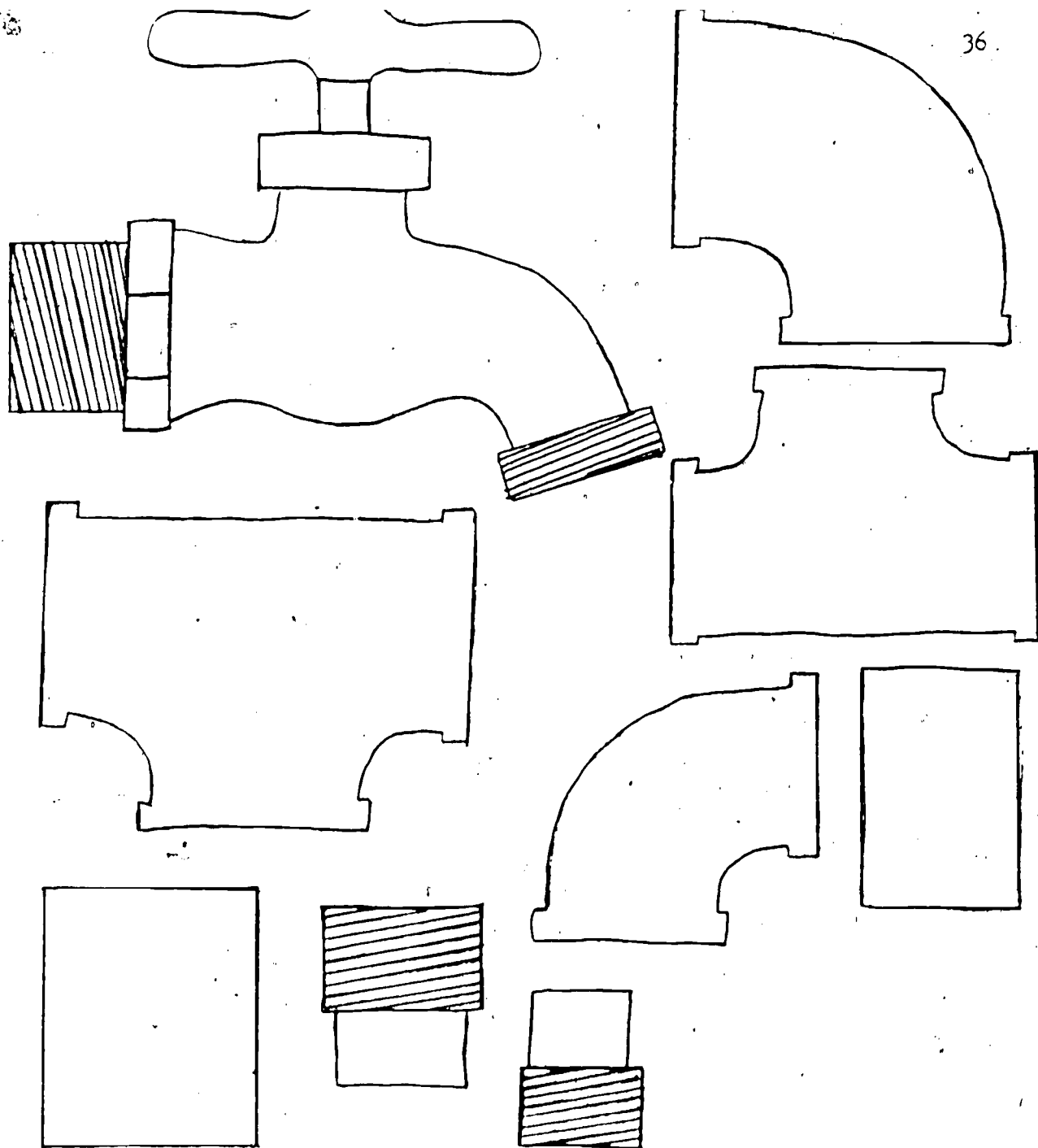
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### PIPE ASSEMBLY TASKS

Each of the attached, numbered task sheets is a complete task.







# PIPE ASSEMBLY TASKS

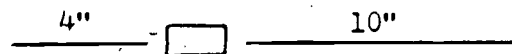
Lower task # to be done in 1/2" pipe  
Higher task # to be done in 3/4" pipe

- L - elbow
- T - Tee
- - coupling
- ▨ - plug
- ⊥ - faucet

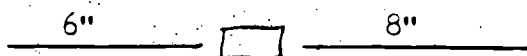
Drawings not to scale.  
Reproduce these drawings on large sheets  
of cardboard with life-sized cut-outs.

#8 #22

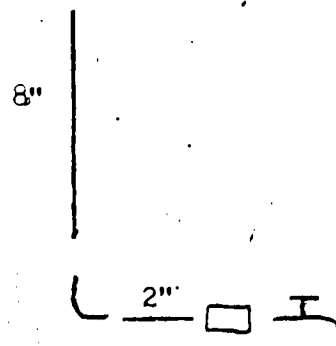
37



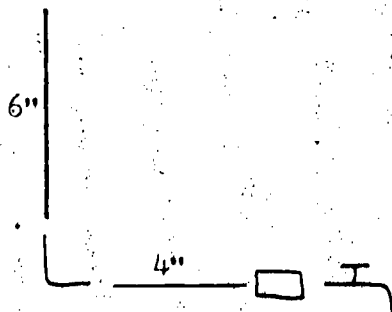
#9 #23



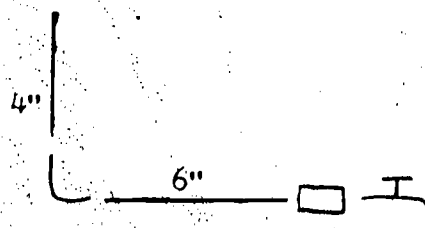
#10 #24



#11 #25



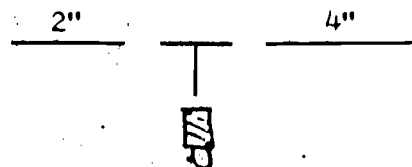
#12 #26



#13 #27



#14 #28





# PIPE ASSEMBLY TASKS

Lower task # to be done in 1/2" pipe  
Higher task # to be done in 3/4" pipe

- L - elbow
- T - Tee
- - coupling
- ⊞ - plug
- ⌒ - faucet

Drawings not to scale.

Reproduce these drawings on large sheets of cardboard with life-sized cut-outs.

#1 #15

38

2"

12"

#2 #16

4"

10"

#3 #17

6"

8"

#4 #18

2"

12"

6"

#5 #19

4"

10"

8"

#6 #20

6"

8"

10"

#7 #21

2"

12"

## UNIT 7 - SORTING

Goal of This Unit - The student will improve his or her ability to recognize and differentiate colors, sizes, types, textures, labels, and weights.

Comments on This Unit - A variety of vocationally useful discriminations are called for in a set of tasks that call for close attention.

### Materials Required -

- 160 - color chips of 16 different colors (These can be purchased from American Guidance Service or borrowed from a Peabody Language Development Kit.)
- 30 - 4d common or box nails
- 30 - 8d common or box nails
- 30 - 16d common or box nails
- 30 - 4d finishing nails
- 30 - 8d finishing nails
- 30 - 16d finishing nails
- 2 - sheets of fine sandpaper cut into small squares
- 2 - sheets of medium sandpaper cut into small squares
- 120 - bottlecaps of 12 different labels
- 30 - containers of 3 different sizes (tin cans, spools, etc.)
- 40 - metal chips of the same size and four different metals, brass, steel, aluminum, and lead (check with a high school metal shop teacher or local metal shop)

(Most of the items for this unit can be acquired by asking parents, checking with a shop teacher or woodworker, or by checking with school or district maintenance personnel.)

How to Proceed - Present the materials and explain the task to the student. Tasks do not have to be successfully completed in order although tasks using similar materials may be progressive.

Modifications for Higher Functioning Students - The possibilities for more difficult sorting tasks are too numerous to be fully covered here. To suggest a few changes try doing all but the color and label sorts while blindfolded or using a visual barrier. Additional materials can be gathered that provide for more sophisticated discriminations. For example, screws come in a wide variety of types and sizes with some very slight differences available.

### SORTING CRITERIA FOR SCORING

All items must be sorted correctly and placed in the correct containers by the student without assistance during the task.

Sorted items must be checked and then returned to the correct storage containers by the student before credit can be given.

A minimum of ten of each different item must be used in each task.

---

### SORTING TASKS

The materials to be sorted for each task are:

1. Color chips, 6 colors with gross differences.
2. Color chips, 16 colors.
3. Nails, 2 lengths with a gross difference.
4. Nails, 3 lengths.
5. Nails, 2 types (finishing and box or common).
6. Nails, by type and length, 3 varieties.
7. Sandpaper, 2 textures.
8. Bottle caps, 3 different labels with gross differences.
9. Bottle caps, 6 different labels with gross differences.
10. Bottle caps, 12 different labels.
11. Containers, 3 different sizes.
12. Metal chips, by color, texture, and weight.

## UNIT 8 - PACKAGING

Goal of This Unit - The student will improve his or her ability to: count objects, work neatly, perform fine motor skills used in opening and closing containers, and follow directions.

Comments on This Unit - Various objects are counted and packed in a set of tasks that even non-counting students can perform.

### Materials Required -

- 1 - 12 hole muffin tin or 12 margarine tubs.
- 15 - small containers with lids (margarine containers or others).
- 15 - 4d common or box nails
- 750 - bottlecaps, 5 different, distinct labels.
- 75 - color chips or cards of the same color.
- 75 - color chips or cards, 5 different colors.

(Ask parents for help in rounding up most of these items.)

How to Proceed - Present the materials and explain or demonstrate the task to the student. Tasks should be successfully completed in order.

Modifications for Higher Functioning Students - Use larger containers and add to the required quantities in each container. In addition, add a greater variety and type of materials in order to require that each package contains as many as 15 different types of objects with 1 to 10 of each of the different types of objects required in each container.

## PACKAGING CRITERIA FOR SCORING

A minimum of fifteen containers must be completed correctly by the student without assistance during the task (with the exception of those tasks using a muffin tin).

After the packaging has been checked all items must be unpacked and returned to the correct storage containers.

Counting devices such as egg cartons may be used.

When using containers with lids, all lids must be closed after materials have been placed in the containers.

---

## PACKAGING TASKS

Use a muffin tin with 12 holes:

1. One bottlecap in each hole.
2. One nail in each hole.
3. One bottlecap and one nail in each hole.

Use round plastic containers with lids:

4. One bottlecap in each.
5. One nail in each.
6. One bottlecap and one nail in each.
7. 5 bottlecaps, with the same label, in each.
8. 10 bottlecaps, with the same label, in each.
9. 5 bottlecaps, with 5 different labels, in each.
10. 10 bottlecaps, 5 different labels, 2 of each label, in each.
11. 5 color chips, same color, in each.
12. 5 color chips, 5 different colors, in each.
13. 5 color chips, same color, and 5 bottlecaps, same label, in each.
14. 5 color chips, 5 different colors, and 5 bottlecaps, 5 different labels, in each.

## UNIT 9 - MAIL SORTING

Goal of This Unit - The student will improve his or her ability to: recognize and differentiate letters of the alphabet, distinguish the first letter of the last name, work neatly, and follow directions.

Comments on This Unit - This unit utilizes written sorting tasks providing a wide range of difficulty for readers and non-readers.

### Materials Required -

- 1 - 3 ft. x 4 ft. piece of plywood
- 26 - 1 gallon tin cans (check with the school cafeteria or with a restaurant).
- 56 - 4d box nails (for mounting tin cans).
- 104 - 3x5 unlined cards (can be cut from tagboard or cardboard).
- 78 - white envelopes (check with the school secretary).
- 78 - large, brown envelopes (check with the school secretary).

How to Proceed - Present the cards or envelopes and explain the task to the student. Tasks should be successfully completed in approximate numerical order.

Modifications for Higher Functioning Students - Add ZIP codes to the envelopes and, using the same sorting rack with new labels, sort mail by ZIP code, by state, by city, by street, or by house number.

## MAIL SORTING CRITERIA FOR SCORING

The student must complete the entire task correctly without assistance during the task.

All cards or letters must be face up and facing in the same direction.

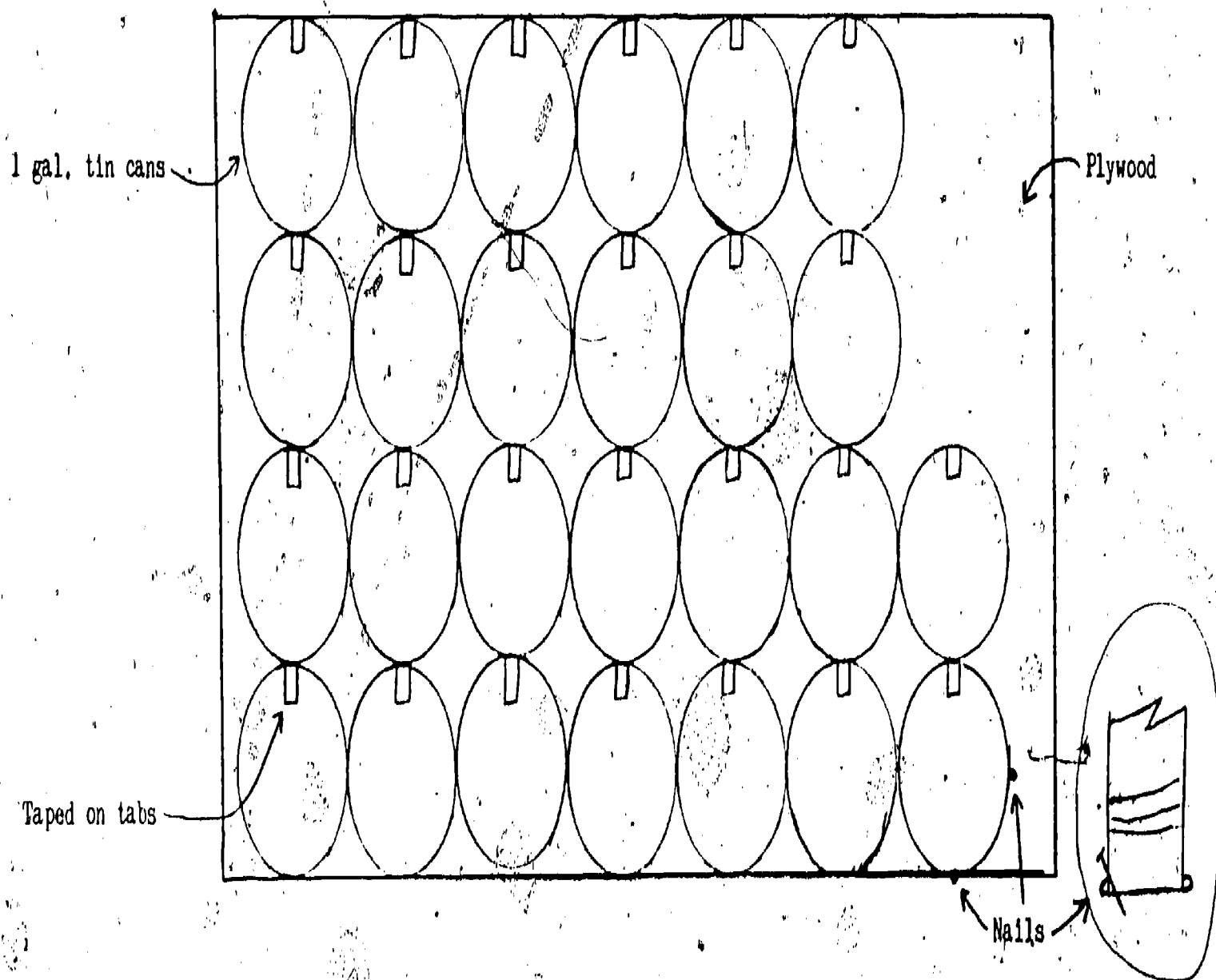
Cards or letters must be checked and then removed from the bins and stacked neatly by the student before credit can be given.

---

## MAIL SORTING TASKS

1. File upper case alphabet cards - manuscript.
2. File lower case alphabet cards - manuscript.
3. File white envelopes, with name only, by first letter of last name - manuscript.
4. File brown envelopes, with name only, by first letter of last name - manuscript.
5. File white envelopes, with full address, by first letter of last name - manuscript.
6. File brown envelopes, with full address, by first letter of last name - manuscript.
- 7.
- 8.
9. Repeat tasks 1 through 6 using cursive materials.
- 10.
- 11.
- 12.

# MAIL SORTING RACK



Nails should be driven through the rim of the can at an angle. Bend nails over on the back of the board.



## UNIT 10 - MEASUREMENT

Goal of This Unit - The student will become familiar with the ruler and its use, and will improve his or her number recognition and number writing skills.

Comments on This Unit - Basic ruler use and awareness is developed in a set of on-paper tasks.

### Materials Required -

- primary ruler - marked no finer than  $1/4$  inch.
- worksheets, (enclosed).

How to Proceed - Present the materials and a worksheet and explain the task to the student. Tasks should be successfully completed in order.

Modifications for Higher Functioning Students - Develop additional worksheets to require measurement to fractions of an inch.

### MEASUREMENT CRITERIA FOR SCORING

The student must complete the entire task correctly without assistance during the task.

Tracing must be done in one continuous line per line segment.

Size of all numbers must be uniform.

All numbers on rulers must be placed in alignment with the correct mark.

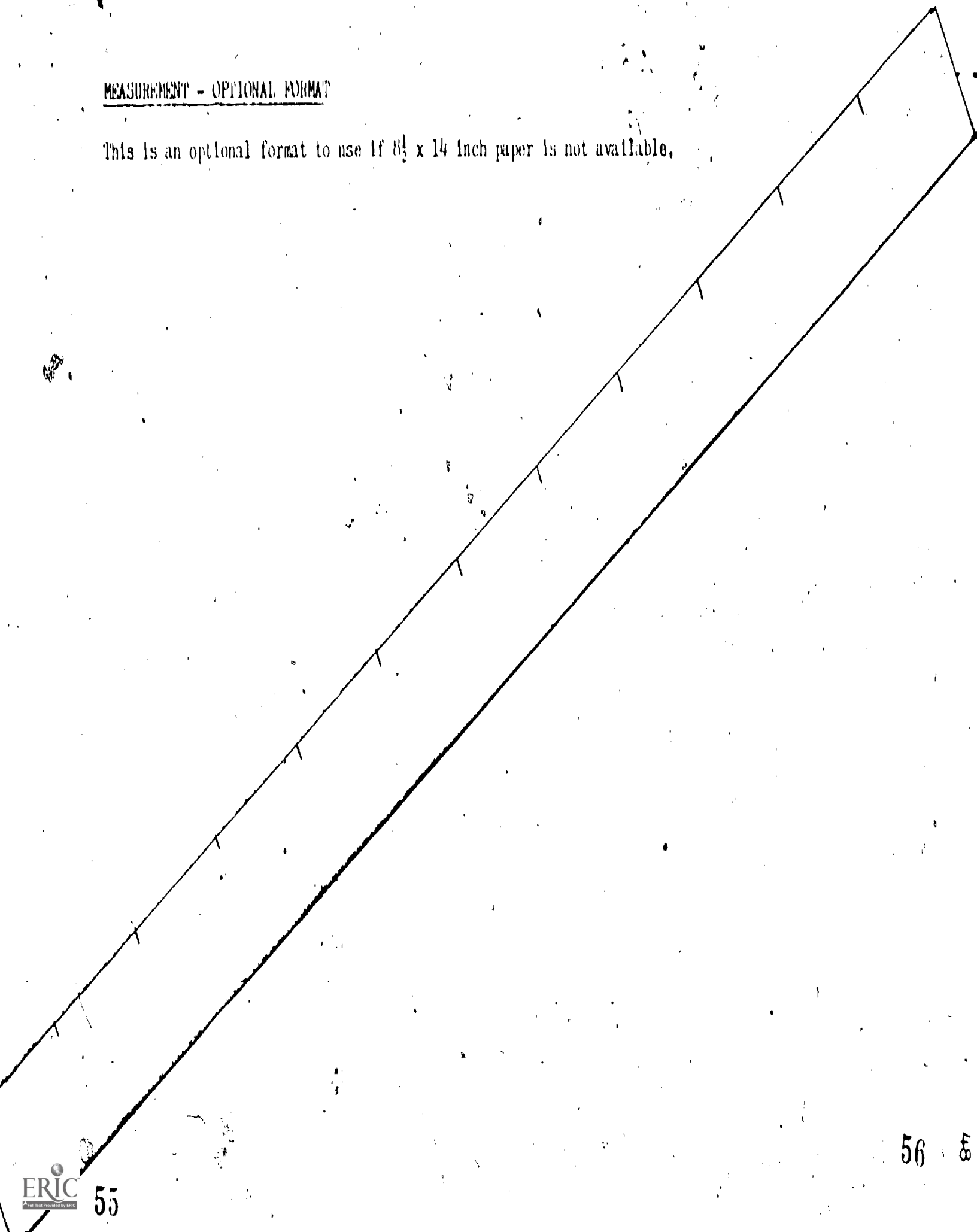
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### MEASUREMENT TASKS

Each of the attached, numbered worksheets is a complete task.

MEASUREMENT - OPTIONAL FORMAT

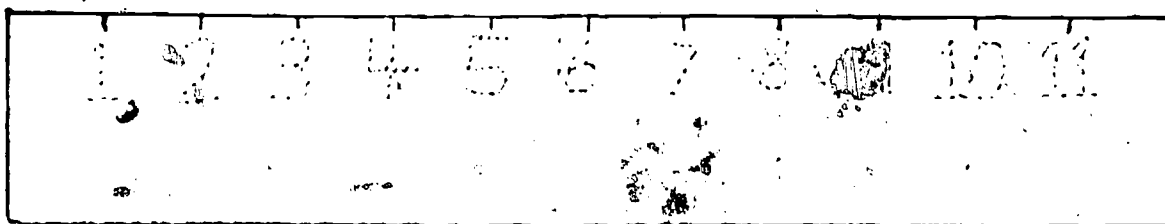
This is an optional format to use if 8 $\frac{1}{2}$  x 14 inch paper is not available.



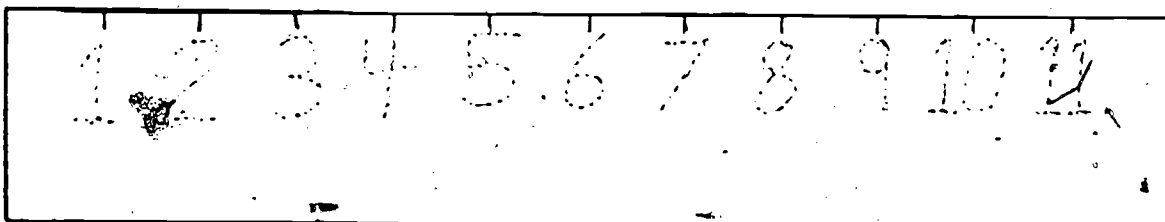
MEASUREMENT WORKSHEET 1

These drawings are  $\frac{1}{2}$  of the actual size. Reproduce these drawings lengthwise on 14 inch paper or use the "optional format", but in either case reproduce all drawings in full size.

Trace all dotted numbers.



Trace all dotted numbers.



MEASUREMENT WORKSHEET 2

These drawings are  $\frac{1}{2}$  of the actual size. Reproduce these drawings lengthwise on 14 inch paper or use the "optional format", but in either case reproduce all drawings in full size.

Trace all dotted numbers.

1	2	3	4	5	6	7	8	9	10	11
---	---	---	---	---	---	---	---	---	----	----

Trace all dotted numbers and fill in the missing numbers.

1		3	4	5		7	8		10	
---	--	---	---	---	--	---	---	--	----	--

MEASUREMENT WORKSHEET 3

These drawings are  $\frac{1}{2}$  of the actual size. Reproduce these drawings lengthwise on 14 inch paper or use the "optional format", but in either case reproduce all drawings in full size.

Trace all dotted numbers.

1	2	3	4	5	6	7	8	9	10	11
---	---	---	---	---	---	---	---	---	----	----

Trace all dotted numbers and fill in the missing numbers.

2	3	4		6		8	9		11
---	---	---	--	---	--	---	---	--	----

MEASUREMENT WORKSHEET 4

These drawings are  $\frac{1}{4}$  of the actual size. Reproduce these drawings lengthwise on 14 inch paper or use the "optional format", but in either case reproduce all drawings in full size.

Trace all dotted numbers.

1	2	3	4	5	6	7	8	9	10	11
---	---	---	---	---	---	---	---	---	----	----

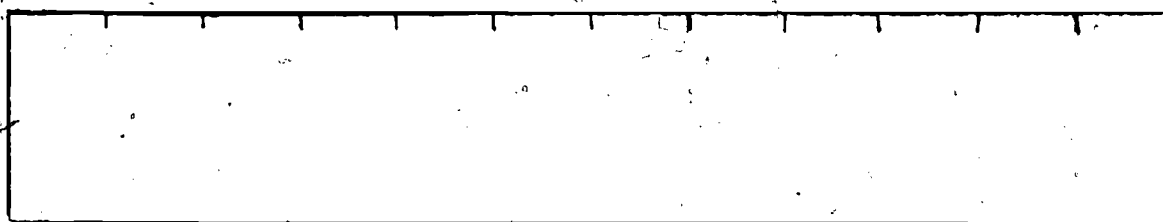
Trace all dotted numbers and fill in the missing numbers.

1	2		5	6	7		9	10
---	---	--	---	---	---	--	---	----

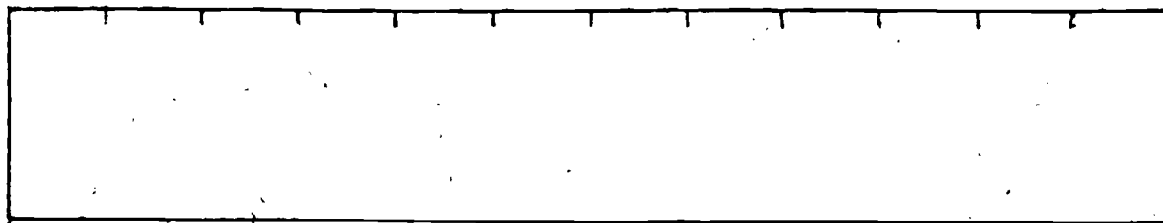
MEASUREMENT WORKSHEET 5

These drawings are  $\frac{1}{2}$  of the actual size. Reproduce these drawings lengthwise on 14 inch paper or use the "optional format", but in either case reproduce all drawings in full size.

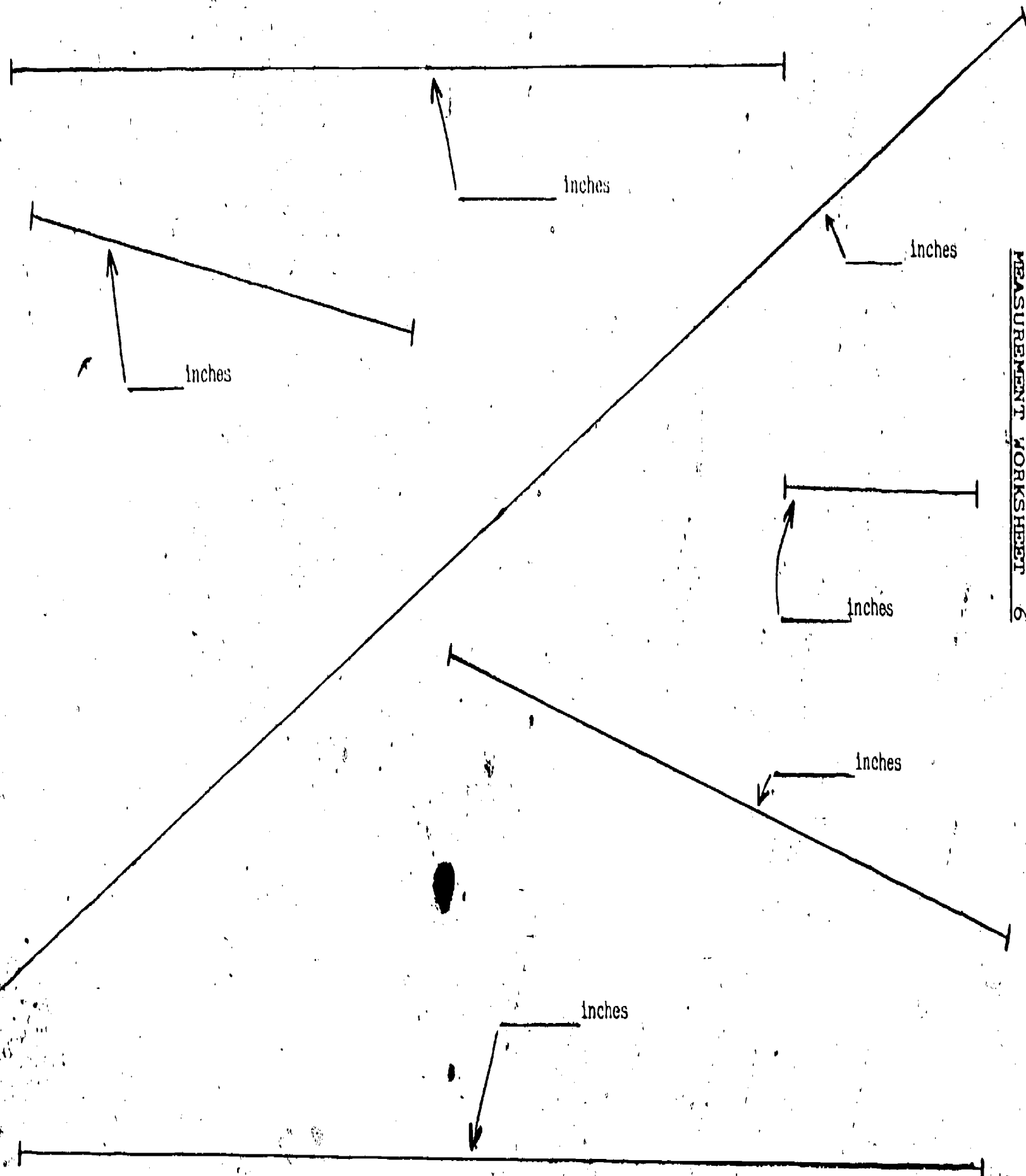
Fill in all of the numbers on the ruler. You may use a ruler.

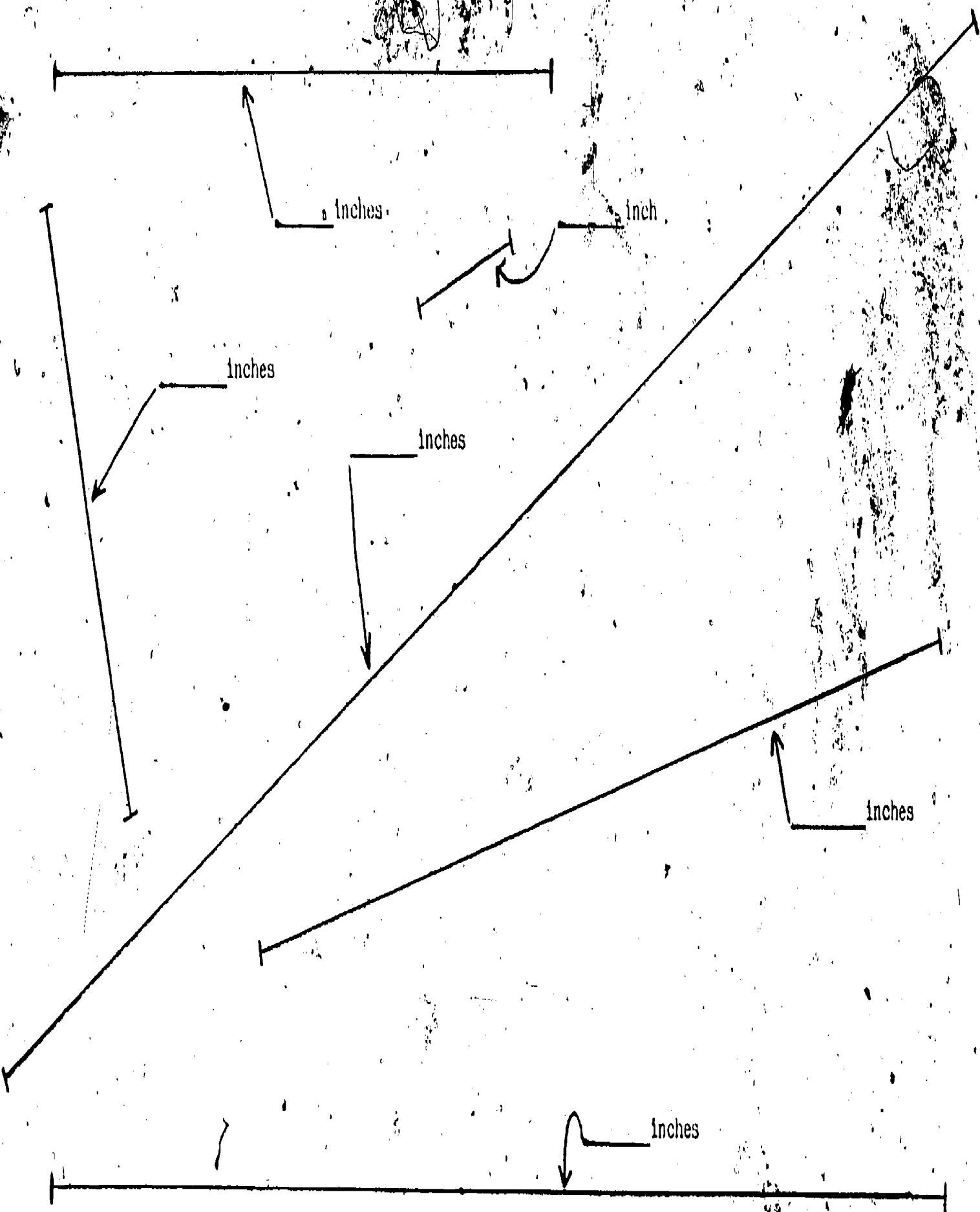


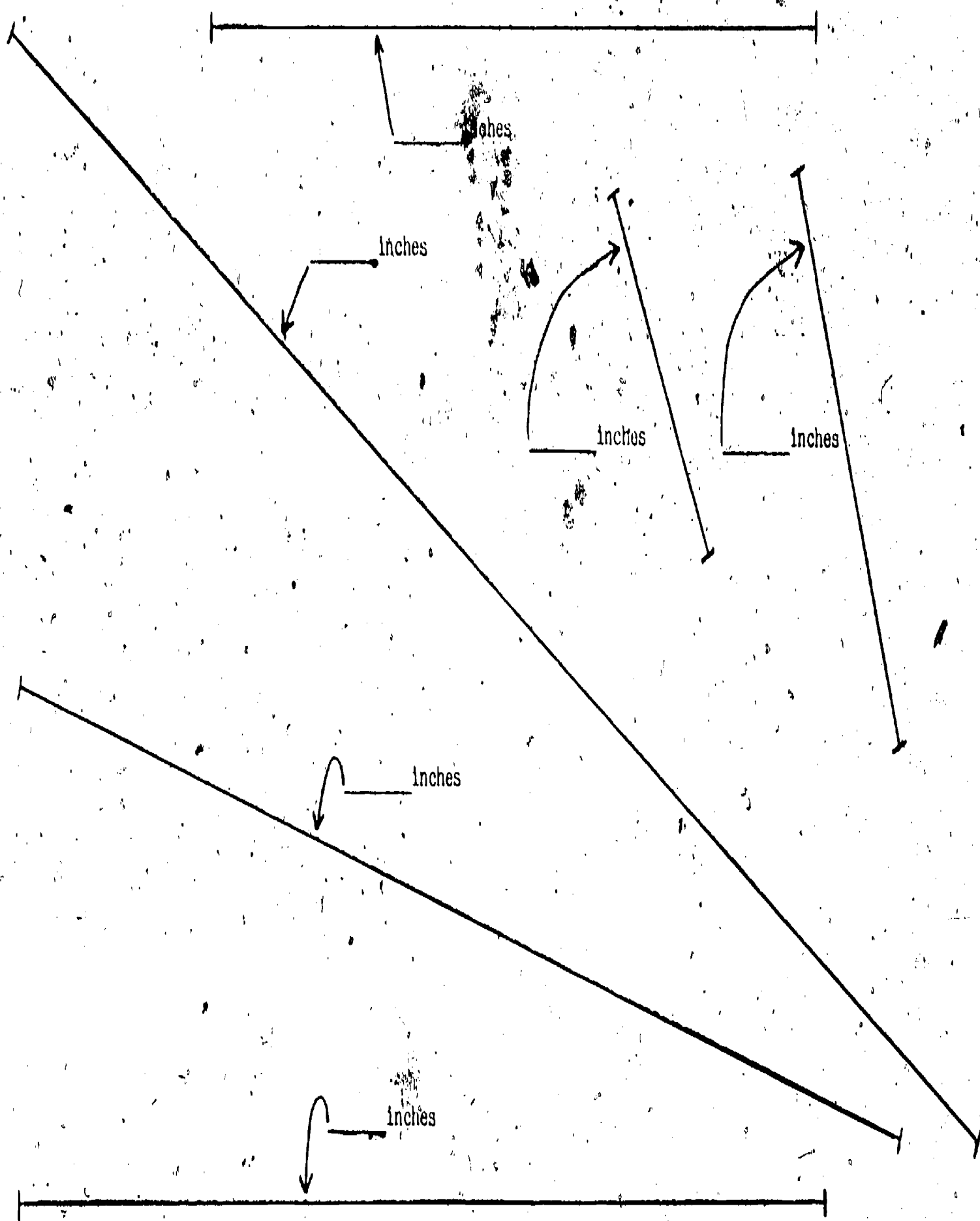
Fill in all of the numbers on the ruler. You may use a ruler.











## UNIT 11 - STAPLING

Goal of This Unit - The student will improve his or her ability to: operate a stapler and staple remover, align and staple papers, work neatly, and follow directions.

Comments on This Unit - One of the basics of paperwork is provided in this unit.

### Materials Required -

- 1 - desktop or teacher's stapler (most teachers already have one).
- 1 - box of staples (schools usually provide these).
- 1 - ream of paper (try saving misprints from the ditto machine, extra notices, etc.).
- 1 - staple remover (may be available in the school office).

How to Proceed - Present the materials and explain or demonstrate the task to the student. Tasks should be completed in order.

Modifications for Higher Functioning Students - Set a time limit for completing a specified number of sets correctly. Combine more difficult collating tasks with stapling tasks.

### STAPLING CRITERIA FOR SCORING

The student must complete the entire task correctly without assistance during the task.

A minimum of 20 pages or sets must be completed.

All staples must be in the prescribed place on the paper and within  $\frac{1}{8}$  inch of the edge of the page.

All sets must have the individual pages aligned at all sides within  $\frac{1}{16}$ th of an inch.

All papers or sets must be stacked neatly on the table for checking.

Student must use the staple remover successfully without tearing the paper.

---

### STAPLING TASKS

Staple each set as follows:

1. 1 page stapled in the upper left corner.
2. 1 page stapled at top center.
3. 1 page with 2 staples evenly spaced down the left side.
4. 1 page with 3 staples evenly spaced down the left side.
5. Remove staples from any of the above completed tasks.
6. 2 pages stapled in the upper left corner.
7. 2 pages stapled at top center.
8. 2 pages with 2 staples evenly spaced down the left side.
9. 2 pages with 3 staples evenly spaced down the left side.

## UNIT 12 - COLLATING

Goal of This Unit - The student will improve his or her ability to: pick up single sheets of paper from a stack, align papers, paper clip papers, work neatly, and follow directions.

Comments on This Unit - A basic of paperwork is provided in this unit.

### Materials Required -

- 1 - box of paper clips (may be available through the school).
- 1 - ream of white paper (try saving misprints from the ditto machine, extra notices, etc.).
- 150 - sheets of paper, 3 colors (try the ditto machine supply room).

How to Proceed - Present the materials and explain or demonstrate the task to the students. Tasks should be successfully completed in order.

Modifications for Higher Functioning Students - Set a time limit for completing a specified number of sets correctly. Combine more difficult stapling with collating tasks.

### COLLATING CRITERIA FOR SCORING

The student must complete the entire task correctly without assistance during the task.

Each set must have the individual pages aligned at the sides and top within 1/16th of an inch. Each set must be paperclipped in the upper left corner. All uncollated paper and all completed sets must be stacked neatly on the table.

To receive credit all sets must be taken apart after checking and each page placed neatly on the proper stack. Paperclips must be put back in the storage container. All paper and paperclips must be kept clean without wrinkles, tears, bends, or folds.

---

### COLLATING TASKS

Collate the following:

1. 2 pages, different colors.
2. 3 pages, different colors.
3. 2 pages, same color.
4. 3 pages, same color.
5. 4 pages, same color.
6. 5 pages, same color.
7. 6 pages, same color.
8. 7 pages, same color.

### UNIT 13 - WRENCH AND SOCKET WORK

Goal of This Unit - The student will improve his or her ability to: use hand tools, perform fine motor skills needed to install and remove parts, work safely, and follow directions.

Comments on This Unit - Use of actual hand tools and parts in a variety of tasks gives the student the basic skill for a number of more complex vocational tasks.

#### Materials Required -

- 20 - 3/8 x 3/4 inch hex head bolts
- 40 - 3/8 inch hex nuts
- 20 - 3/8 lock washers
- 1 - crescent or adjustable wrench
- 1 - 3/8 inch socket, 1/4 inch drive
- 1 - screwdriver type socket handle, 1/4 inch drive
- 1 - ratchet, 1/4 inch drive
- 2 - 3/8 inch combination wrenches
- 1 - 12 inch x 15 inch piece of 1/4 inch plywood
- 2 - 12 inch pieces of #2 pine or fir 1x6

(There is no getting around it, this is an expensive unit, but try scrounging or borrowing before buying - you may be surprised.)

How to Proceed - Present the materials and tools and explain or demonstrate the task to the student. Tasks should be successfully completed in order.

Modifications for Higher Functioning Students - By adding a variety of wrench and socket sizes to the tool supply and a variety of parts to the parts supply, selection of proper tools and parts by size can be added to the total task. By acquiring non-serviceable lawn mower engines, automobile parts, etc. a more realistic use of tools can be provided.



### WRENCH AND SOCKET CRITERIA FOR SCORING

- The student must complete the entire task correctly without assistance during the task.

All parts installed must be tight enough that they can not be removed without tools.

All parts removed must be placed in the proper storage containers.

---

### WRENCH AND SOCKET TASKS

Using a socket with the screwdriver type handle:

1. Install a row of nuts and bolts.
2. Remove a row of nuts and bolts.

Using an adjustable wrench:

3. Install a row of nuts and bolts.
4. Remove a row of nuts and bolts.

- 5.
  - 6.
  - 7.
  - 8.
- Repeat tasks 1 through 4 above, adding a lock washer to each nut and bolt.

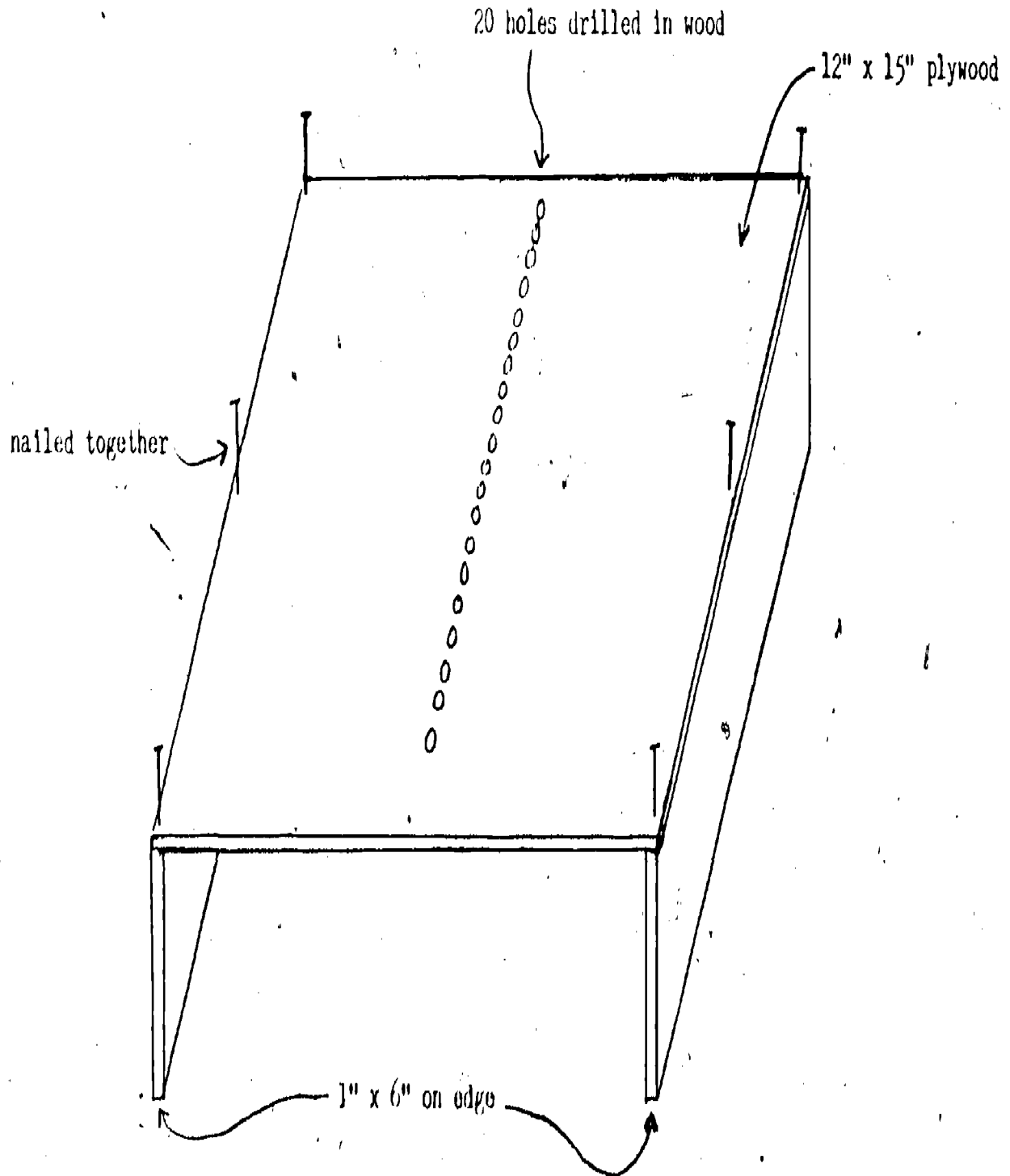
Using a ratchet and sockets:

9. Install a row of nuts and bolts.
10. Remove a row of nuts and bolts.

Using combination wrenches:

11. Install a row of nuts and bolts.
12. Remove a row of nuts and bolts.

WRENCH AND SOCKET MOUNTING BOARD DESIGN



## UNIT 14 - WRAPPING

Goal of This Unit - The student will improve his or her ability to: use a tape dispenser; apply tape; measure, cut, and tie string; measure and cut paper; work neatly; and follow directions.

Comments on This Unit - These skills can be applied both at home and in a vocational setting.

### Materials Required -

- 1 - cellophane tape dispenser with tape (teachers may already have this).
- 1 - large ball of string (the school may provide this).
- 1 - roll of paper, sheets of newsprint or other large sheets of paper can be used. (Scrounge!)
- several empty boxes with lids (various sizes).

How to Proceed - Present materials and explain or demonstrate the task to the student. Tasks should be successfully completed in order.

Modifications for Higher Functioning Students - Bubble wrapping and addressing for mailing can be added. In addition, a series of packages can be provided requiring the student to complete all of the series within a prescribed amount of time.

### WRAPPING CRITERIA FOR SCORING

The student must complete the entire task correctly without assistance during the task.

The student must throw away all scraps before the wrapping job is checked.

All taping must be done neatly and with a minimum of tape.

All wrapping paper must cover the entire package with the ends of the box done in neat folds and taped neatly. Paper must cover the box tightly. String must be tight and tied securely.

After the package is checked all string, paper, and tape must be removed from the box and disposed of properly before credit can be given.

---

### WRAPPING TASKS

1. Tape a box closed.
2. Tie string tightly in one direction around taped, unwrapped box.
3. Tie string tightly in two directions around taped, unwrapped box.

All of the following require the box to be taped shut before starting.

4. Cut paper to size, wrap a box, folding the ends of the paper, and tape.
5. Complete task 4, and then tie string tightly in one direction around the box.
6. Complete task 4, and then tie string tightly in two directions around the box.
7. Tape two boxes of the same size together and then proceed as in task 5.
8. Tape two boxes of the same size together and then proceed as in task 6.

## UNIT 15 - WOODBURNING

Goal of This Unit - The student will improve his or her ability to: use a woodburning tool, work neatly and safely, and follow directions.

Comments on This Unit - An element of danger in this unit helps to prepare students for jobs using dangerous machines and equipment.

### Materials Required -

- 1 - woodburning tool with tips (these usually come in sets that include a few boards with preprinted patterns and watercolor paints with a brush - try scrounging first and check with parents for one that is no longer used at home).
- 100 - (or more) pieces of soft wood (pine or carefully selected plywood) approximately 4x5 inches. (Shop teachers or woodworkers may have usable scraps.)
- 1 - set of watercolor paints with a brush (you may get this with the woodburning tool).
- 6 - patterns (drawings enclosed).

How to Proceed - Present materials and explain or demonstrate the task to the student. Caution the student about the danger of burns. Tasks do not have to be successfully completed in order.

Modifications for Higher Functioning Students - Add details to the drawings including shading and texturing. Most kits provide fine examples of these in the projects that are included.

### WOODBURNING CRITERIA FOR SCORING

The student must complete the entire task correctly without assistance during the task.

All line segments must be continuous, with shading fairly uniform throughout.

When work is completed the woodburning tool must be placed correctly on the table and unplugged.

Work must be done carefully and safely with no stray burn marks on the board.

Pictures must be painted, but the quality of the paint job is not to be scored.

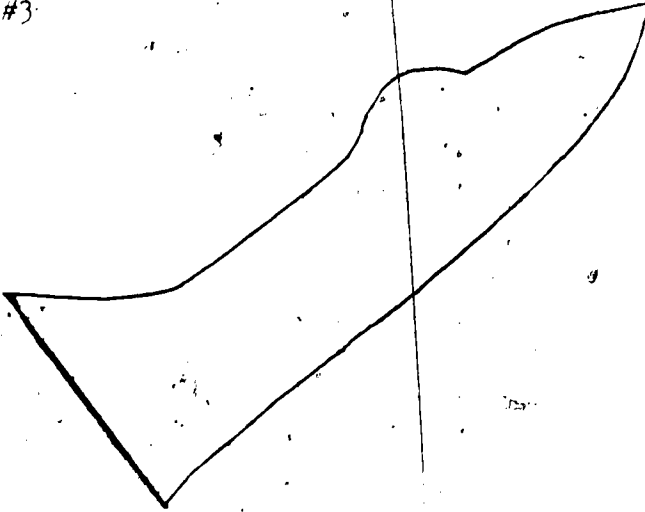
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### WOODBURNING TASKS

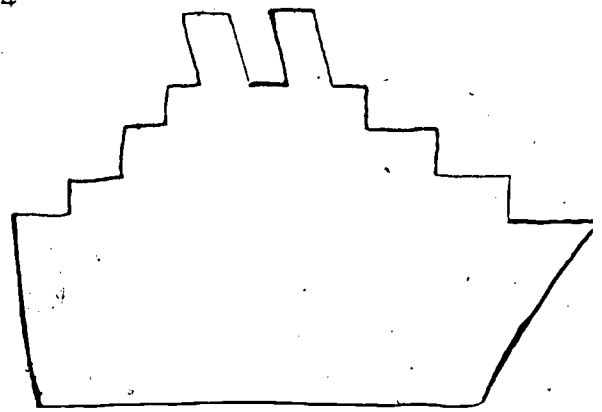
1. Burn a thin, straight, three inch line into the board.
  2. Burn his or her first name into the board.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
  - 8.
- Trace and burn the separate figures included in this unit.

When reproducing these drawings enlarge them to fit the pieces of wood that are available to you.

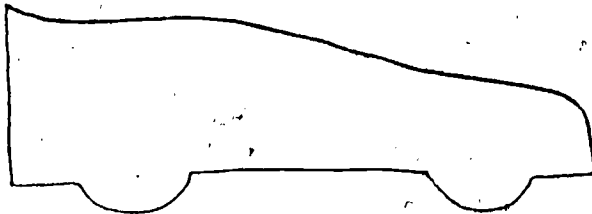
#3



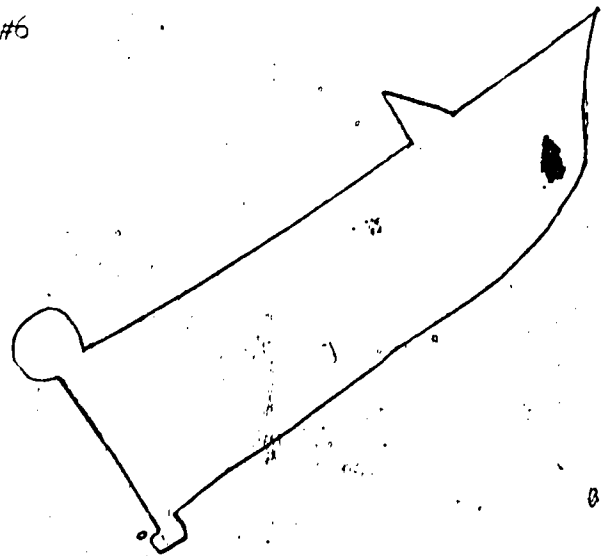
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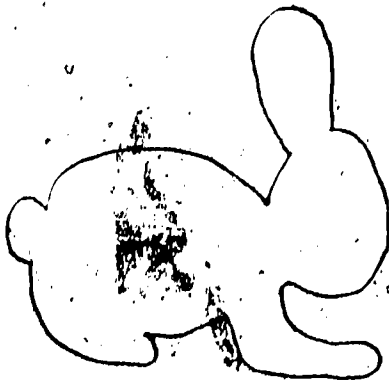
#5



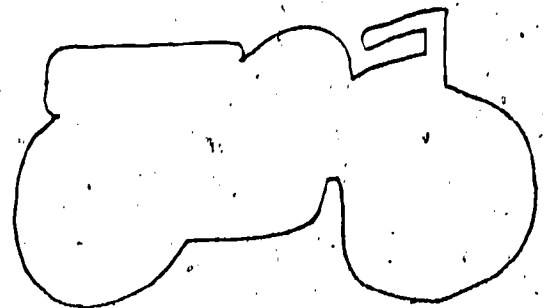
#6



#7



#8



## UNIT 16 - SOLDERING

Goal of This Unit - The student will improve his or her ability to: use a soldering iron, work neatly and safely, and follow directions.

Comments on This Unit - An element of danger in this unit helps to prepare students for jobs using dangerous machines and equipment.

### Materials Required -

- 1 - soldering iron (least expensive, about \$6.00, is fine).
- 3 - rolls of resin core solder.
- 1 - package of thumb tacks (the school may supply these).
- 1 - package of straight pins (the school may supply these).
- 1 - pair of needlenosed pliers (see Fine Motor unit).
- 1 - large board, at least 1/4 inch thick, to work on.

How to Proceed - Present materials and explain or demonstrate the task to the student. Caution the student about the danger of burns. Pliers may have to be used to hold straight pins in order to avoid burns. Tasks should be successfully completed in order.

Modifications for Higher Functioning Students - Stick a series of straight pins in a board in a row approximately 1/2 inch apart, 1/4 inch apart, or 1/8 inch apart and require the student to perform various tasks on every other pin without touching the other pins. /



## SOLDERING CRITERIA FOR SCORING

The student must complete the entire task correctly without assistance during the task.

All soldering must be secure.

All stray beads of solder must be placed in the proper container.

The soldering iron must be properly placed on the table or in the holder and unplugged.

Work must be done carefully, safely, and neatly with a minimum of wasted solder.

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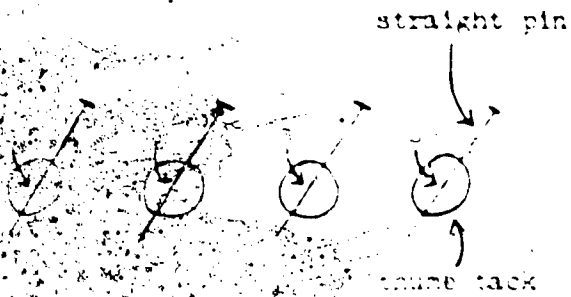
## SOLDERING TASKS

1. Using four thumb tacks, put a bead of solder on top of each.
2. Using four thumb tacks, solder a straight pin to the top of each.
3. Using four thumb tacks, solder straight pins attaching the tops of all the thumb tacks.
4. Using four straight pins, put a bead of solder on top of each.
5. Using four straight pins, solder a straight pin to the top of each.
6. Using two straight pins one inch apart, solder a straight pin attaching the other pins to each other.
7. Using five straight pins each one inch from the next pin, solder straight pins attaching the tops of all the other pins.

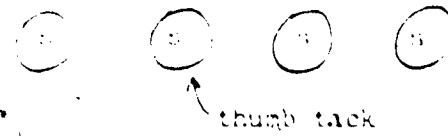
# BOLESHING TASK DRAWINGS

Placement of solder is shown as a letter "s" in these drawings.

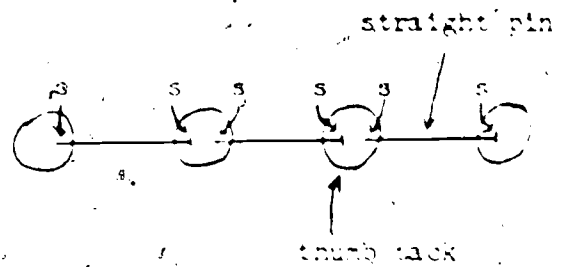
#2 Top View



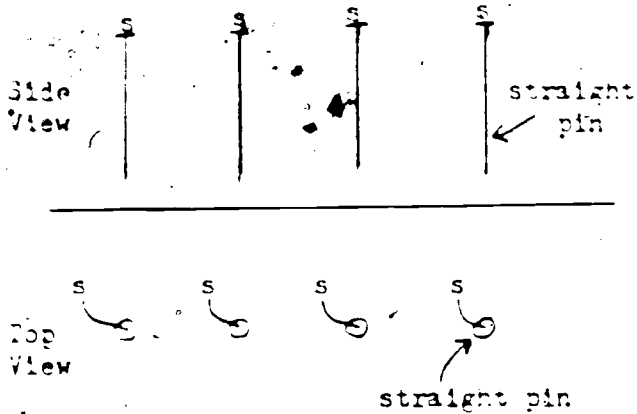
#1 Top View



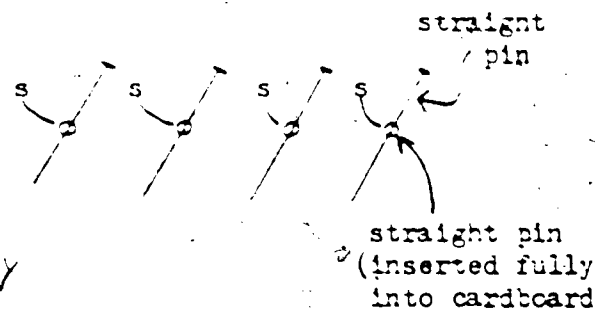
#3 Top View



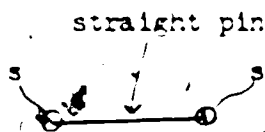
#4



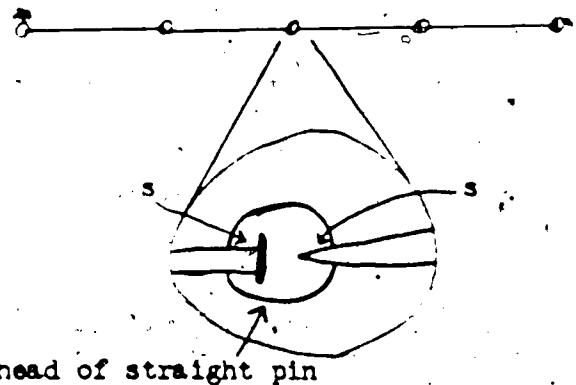
#5 Top View



#6 Top View



#7 Top View



## UNIT 17 - PERCEPTUAL

Goal of This Unit: - The student will improve his or her ability to: recognize and match shapes, colors, designs, and images; perform fine motor skills needed to manipulate parts; work neatly; and follow directions.

Comments on This Unit - Close attention to detail is a must in the tasks making up this unit.

### Materials Required -

- 1 - set of large parquetry cards (sold by Developmental Learning Materials - DLM)
- 1 - set of large parquetry blocks (sold by DLM).
- 1 - set of small parquetry cards (sold by DLM).
- 1 - set of small parquetry blocks (sold by DLM).
- 1 - set of "Memory Cards" (sold by Milton Bradley).

(You might try trading for these with other teachers at your school.)

How to Proceed - Present the materials and explain or demonstrate the task to the student. Tasks should be successfully completed in order.

Modifications for Higher Functioning Students - A time limit can be set for the parquetry tasks. Additional memory cards can be added to that task and a time limit can be set.

### PERCEPTUAL CRITERIA FOR SCORING

The student must complete the entire task correctly without assistance during the task.

All materials must be returned neatly to the proper containers before credit can be given.

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### PERCEPTUAL TASKS

#### Large parquetry

1. Complete card numbers 1 through 5.
2. Complete card numbers 6 through 10.
3. Complete card numbers 11 through 15.
4. Complete card numbers 17 through 22.

#### Small parquetry

5. Complete card numbers 1 through 5.
6. Complete card numbers 6 through 10.
7. Complete card numbers 11 through 15.
8. Complete card numbers 16 through 20.

#### Memory Card Matching Game

9. Match 20 pairs of cards. (Select 20 pairs and present them as the task.)

## UNIT 18 - STRINGING

Goal of This Unit - The student will improve his or her ability to: recognize and reproduce patterns of colors and shapes, perform the fine motor skills needed to string or unstring objects, work neatly, and follow directions.

Comments on This Unit - Care and attention to detail are necessary in properly completing these tasks.

### Materials Required -

1 - set of stringing beads in various colors, plastic or wood. (Scrounged items can be substituted using shoestrings or regular string with tips dipped in clear nail polish and dried. In this unit I use 1 inch sections of 1/2 inch diameter white plastic pipe that I scrounged along with a store-bought set of various colored stringing beads.)

How to Proceed - Present the materials and explain or demonstrate the task to the student. Tasks should be successfully completed in order.

Modifications for Higher Functioning Students - Use a sewing needle and thread to string tiny beads. Tiny beads can be purchased at hobby shops.

### STRINGING CRITERIA FOR SCORING

The student must complete the entire task correctly without assistance during the task.

All parts and strings must be disassembled and returned to the proper containers before credit can be given.

Numbers given are minimums and need not be exact.

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### STRINGING TASKS

1. 10 beads of the same color.
2. 10 beads, 2 alternating colors.
3. 15 beads, 3 alternating colors.
4. 5 beads of the same color alternating with 5 pieces of plastic pipe.
5. Using 10 beads of 2 colors and 5 pieces of plastic pipe, alternate the three.
6. 5 beads of the same color followed by 5 pieces of plastic pipe.
7. 5 beads of the same color followed by 5 pieces of plastic pipe followed by 5 beads of a second color.
8. 5 pieces of plastic pipe followed by 5 beads of the same color.
9. 5 pieces of plastic pipe followed by 5 beads of the same color followed by 5 beads of a second color.
10. 10 pieces of plastic pipe.

827 000 70